

PERFORMANCE APPRAISAL – 3.04

Adopted by the Board of Trustees on 27th June 2011

Rationale:

The quality of student learning and understanding will be enhanced by an effective appraisal system.

Purpose:

1. To help individual performance by identifying individual strengths and areas for growth.
2. To measure staff performance against professional standards.
3. To provide objective feedback on previous performance, guidance, support, reassurance and motivation for the future.
4. To assess for changes in the staffs salary.

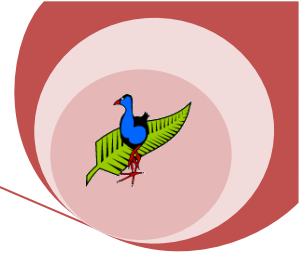
Guidelines:

1. The appraisal format will be documented, understood and approved before the appraisal takes place. All professional staff will be appraised against the 'Registered Teachers criteria' annually. A performance agreement will be implemented as soon after appointment as is possible and will be reviewed after an annual appraisal interview. Job descriptions will be reviewed and signed off annually.
2. The Principal is appraised by a person agreed upon by both parties (Principal and BOT), who is more experienced than the principal, to appraise their management and teaching capabilities. The Appraisal Cycle for the Principal may include appraisal through an ERO Review, A contracted consultant, or the BOT Chairperson. The appraiser will prepare a detailed written report on the annual assessment and this will be made available to the Principal and the BOT. Consideration will be given to matters of confidentiality, including the provision of the Privacy Act and the Official Information Act.
3. Teaching staff are appraised by the Principal and/or a senior staff member as per the appraisal cycle. Appraisal information about individuals is confidential. The BOT is to be informed of any implications for professional and school development plans, which will reflect areas identified through appraisal. The principal will only appraise part time teaching staff if they spend the majority of their teaching time at Longburn School.
4. Support staff are appraised annually by the Principal. Job descriptions will be used to base the appraisal interview around, and they will be renegotiated following the appraisal. A report will be presented to the BOT identifying outcomes of the appraisal, where there are areas of concern or development is needed.
5. Interim meetings are to be undertaken by the appraisee and the Principal, or the chairperson and the principal to review matters relating to the performance agreement if an area of concern is identified.
6. If a staff member is unwilling to make the necessary changes to improve their performance, procedures outside appraisal will be used. Competency procedures in the relevant employment contracts will be used to help staff find ways to improve with professional support.

Review Date: June 2014

Signed _____
Chairperson

Date _____

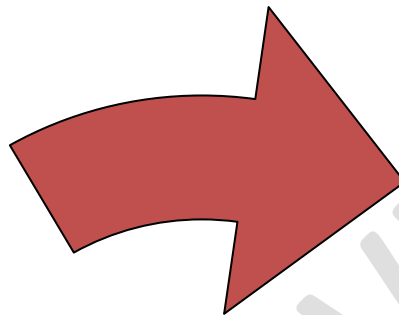


PERFORMANCE APPRAISAL PROCESS

The staff appraisal system is founded on clear and concise goals that relate to the expectations identified on the staff member's conceptual job description. This system is founded on ongoing self reflection through the use of the teacher reflection portfolio.

Term Four...

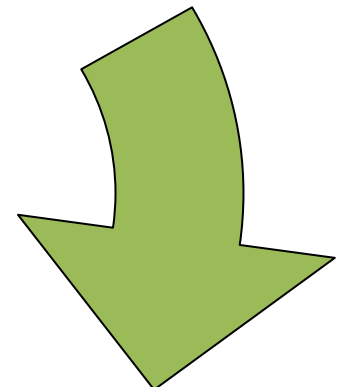
Completion of reflection portfolio, reviewed by Principal
 Formal appraisal discussion relating to individual goals as reflected in the portfolio.
 Summative report completed by principal, utilising the 'RTC' reporting document..



Term One...

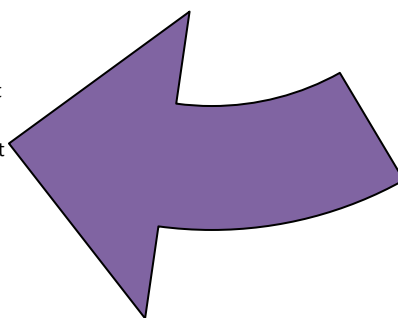
Review and signing of job descriptions.
 The establishment of individual goals (based on RTC, Personal Goals, and School-wide Goals).
 Establishment of reflection portfolio.

**'...the learner has to
 (a) possess a concept of the standard (or goal/referenced level) being aimed for, (b) compare the actual (or current) level of performance with the standard, and (c) engage in appropriate action which leads to some closure of the gap.'**
 Royce Sadler 1989



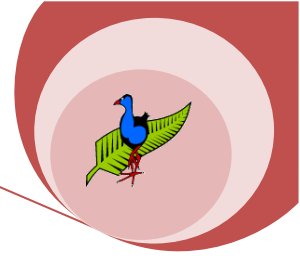
Term Three...

Gathering of evidence of progress towards goals.
 Regular reflective entries into digital portfolio.
 Identification of professional development opportunities that support individual goals.
 Ongoing discussions and support from tutor teacher/principal.



Term Two...

Gathering of evidence of progress towards goals.
 Regular reflective entries into portfolio.
 Identification of professional development opportunities that support individual goals.
 Ongoing discussions and support from tutor teacher/principal.



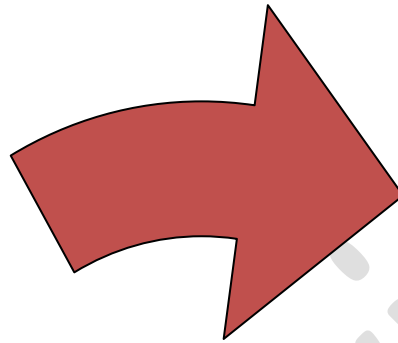
PRINCIPAL APPRAISAL PROCESS

The principal appraisal system is founded on clear and concise goals that relate to the expectations identified on the principal's conceptual job description. This system is founded on ongoing self reflection through the use of a digital portfolio.

Term Four...

A self appraisal against the Registered Teacher Criteria, job description, and performance goals in preparation for appraisal interview.

Appraiser and appraisee review progress towards goals. Principal provides evidence of achievement.

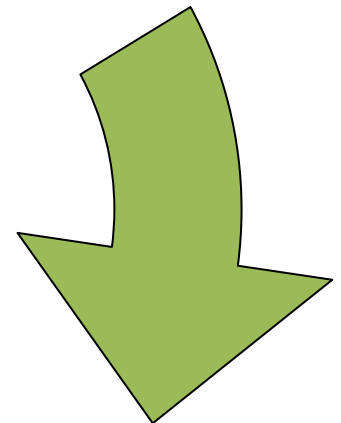


Term One...

Appraiser and Appraisee meet. Review of job description and 'Registered Teacher Criteria'. Draft up of goals for the year. Development of timeline. Confirm confidentiality. Final version of goals signed off by appraiser and appraisee. Goals reported to the BOT.

Principal Appraisal Report

In term 4 a draft report will be prepared after the appraiser and appraisee interview. The draft report will be submitted to the Principal for checking and feedback. A final appraisal report is submitted to the Principal and Board Chair. Board Chair presents a brief summary of the report to the full Board.

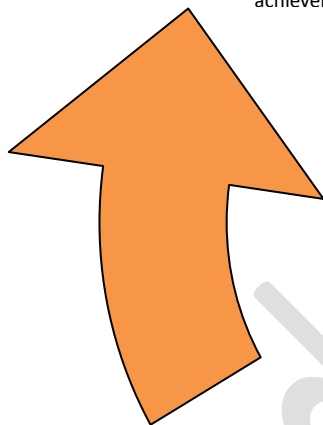
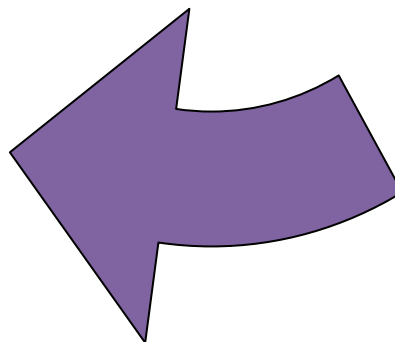


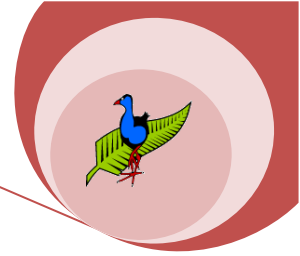
Term Two...

Gathering of evidence of progress towards goals by principal. This is kept in a digital portfolio and includes reflections. Data collection is able to occur throughout the year including interviews with key people, reading reports, observation, etc.

Term Three...

Appraiser and appraisee meet approximately once per term to review progress to date. Ongoing monitoring and feedback about performance and development. Updates provided regularly to the BOT.





APPRAISAL REVIEW PROCESS

A review process will be available for those who are...

- uncomfortable with their appraiser; or
- dissatisfied with the results of their appraisal.

A different appraiser may be requested when, for example, the appraiser has...

- insufficient knowledge of the appraiser's performance, perhaps because he or she was absent for most of the appraisal period or because no classroom observation was carried out during the appraisal period; or
- a very negative or otherwise unreasonable attitude towards the appraiser.

Appraisers may seek a review of the conclusions of their appraisal when, for example...

- the basis on which their performance was to be evaluated, that is, the specified performance expectations and objectives, was ignored or overridden by other factors; or
- the information regarding actual performance was ignored in favour of subjective judgements which could not be supported.

Guidelines relating to staff seeking salary progression/renewal of practicing certificate (review/process)...

- Where a staff member is in disagreement regarding their assessment, a local review process is available (see contract clause 5.6.4).
- If the principal has a concern about whether a teacher is fulfilling one or more aspects of the relevant national standards, s/he must discuss the area(s) of concern with the teacher and put in place an appropriate programme of assistance and guidance.
- If the programme fails to remedy the concern the provisions of clause 3.6(a-e) of the collective contract will apply.